

10-4-2018

Curriculum Subcommittee Agenda, October 4, 2018

Utah State University

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CURRICULUM SUBCOMMITTEE AGENDA

4 October 2018

A meeting of the Curriculum Subcommittee of the Educational Policies Committee will be held on 4 October 2018 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

1. *Approval of 6 September 2018 Minutes*

2. *Program Proposal*

Request from the Department of History in the College of Humanities and Social Sciences to offer a [Masters in Ancient Languages and Cultures](#).

Request from the Department of English in the College of Humanities and Social Sciences to [change name from American Studies to Folklore and American Studies](#).
[Restructure Folklore and American Studies](#).

Request from the Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences to offer a [Baccalaureate degree in Chinese](#).

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to [establish an I-System Institute for Transdisciplinary Studies](#).

3. *Semester Course Approval Reviews*
<https://usu.curriculog.com/>

1. ANTH - 3225

2. ANTH - 3240

3. ANTH - 4150

4. ANTH - 4160

5. ANTH - 4180

6. ANTH - 4200

7. ANTH - 4250

8. ANTH - 4330

9. APEC - 7360

10. BIOL - 3300

11. CHIN - 4090

12. ECE - 2700

13. ECE - 3620

14. ECE - 3710

15. ECE - 5310

16. ECE - 5330

17. ECE - 6570

18. ECE - 7560

19. ECE - 7570

20. ECN - 4330

21. ECN - 5030

22. ECN - 5050

23. ECN - 7360

24. ENGL - 3395

25. ENGR - 5930

26. FCSE - 1350

27. GEO - 3150

28. HDFS - 6060

29. HDFS - 6070

30. HDFS - 6990

31. HDFS - 7990

32. HEP - 5250

33. HEP - 6020

34. HIST - 4860

35. HIST - 4990

36. LING - 4700

37. LING - 6700

38. MAE - 5330

39. MAE - 6570

40. MAE - 7560

41. MAE - 7570

42. MGT - 2050

43. MGT - 3100

44. MGT - 3250

45. MGT - 3700

46. MGT - 3710

47. MGT - 3810

48. MGT - 3830

49. MGT - 4600

50. MGT - 4630

51. MGT - 4720

52. MGT - 4730

53. MGT - 4740

54. MGT - 4790

55. MGT - 4800

56. MGT - 5730

57. MGT - 6320

58. MGT - 6630

59. MGT - 6670

60. MGT - 6685

61. MGT - 6720

62. MGT - 6730

63. MGT - 6780

64. MSLE - 2900

65. MSLE - 3110

66. MSLE - 3510

67. MSLE - 3530

68. MSLE - 3540

69. MSLE - 3580

70. MSLE - 3890

71. MSLE - 4540

72. MSLE - 6200

73. MSLE - 6890

74. MSLE - ALL

75. MUSC - 1105

76. NDFS - 6770

77. NDFS - 6780

78. NURS - 1220

79. NURS - 2030

80. NURS - 2230

81. PHIL - 4500

82. PHIL - 4990

83. PHYS - 3150

84. PSY - 6240

85. PSY - 6260

86. PSY - 6460

87. SPED - 6720

88. SPED - 6740

89. STAT - 5050

90. STAT - 5080

91. STAT - 5100

92. STAT - 5120

93. STAT - 5170

94. STAT - 5200

95. STAT - 5500

96. STAT - 5550

97. STAT - 5650

98. STAT - 5890

99. STAT - 6080

100. STAT - 6100

101. STAT - 6110

102. STAT - 6170

103. STAT - 6180

104. STAT - 6190

105. STAT - 6500

106. STAT - 6530

107. STAT - 6680

108. STAT - 6710

109. STAT - 6720

110. STAT - 6740

111. STAT - 6810

112. STAT - 6820

113. STAT - 6890

114. TEAL - 7150

115. TEAL - 7300

116. TEAL - 7310

117. TEAL - 7327

118. USU - 0100

119. USU - 1020

120. USU - 1030

121. USU - 1040

122. USU - 1050

123. USU - 2100

124. USU - 2110

125. USU - 2120

126. VM - 7560

127. WATS - 6530

128. WILD - 5300

129. WILD - 6710

130. WILD - 7300

131. WILD - 7710

College of Agriculture and Applied Sciences

ADVS = 1

APEC = 1

APPR =

ASTE = 1

LAEP =

OPDD =

NDFS = 2

PSC =

Caine College of the Arts

ART =

MUSC = 1

THEA =

CCA =

Jon M. Huntsman School of Business

ACCT =

BUS =

ECN = 4

MGT = 22
MSLE = 11
MIS =

Emma Eccles Jones College of Education and Human Services

COMD =
EDUC =
HDFS = 4
KHS = 2
ITLS =
NURS = 3
PSY = 3
SPER = 2
TEAL = 4

College of Engineering

BENG =
CEE =
CS =
ECE = 8
EED =
MAE = 4
ENGR = 1

College of Humanities and Social Sciences

ENGL = 1
HIST = 2
JCOM =
LPCS = 5
POLS =
SSWA = 8
IELI =

S.J. & Jessie E. Quinney College of Natural Resources

ENVS =
WATS = 1
WILD = 4
NR =

College of Science

BIOL = 1
CHEM =
GEOL = 1
MATH = 25
PHYS = 1
PUBH =
SCI =

UN –CAS =
USU = 8

4. *Other Business*

Adjourn:

CURRICULUM SUBCOMMITTEE MINUTES

6 September 2018

A meeting of the Curriculum Subcommittee of the Educational Policies Committee was held on 6 September 2018 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

Present: Nicholas Morrison, Chair, Caine College of the Arts
Brian Warnick, College of Agriculture and Applied Sciences
Merideth Thompson, Jon M. Huntsman School of Business
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services
Thomas Fronk, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Greg Podgorski for Richard Mueller, College of Science
Clint Pumphrey, University Libraries
Scott Henrie, USU Eastern
Shana Geffeney, Regional Campuses
Michele Hillard, Secretary
Ed Reeve, Provost's Office
Geneva Harline, Graduate Council
Marshall Grimm for Kristin Hall, Graduate Senator
Allie Haas, Executive Vice President
Fran Hopkin, Registrar
Barbara Williams, Catalog Editor
Chenese Boyle, Program Coordinator
Frank Galey, Provost

Excused: Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources

Visitors: John Louviere, Assistant Vice President and Executive Director

1. **Approval of 5 April 2018 Minutes**

Motion to approve minutes made by Brian Warnick. Seconded by Merideth Thompson. Minutes approved.

2. **Program Proposal**

Request from the Department of Mathematics and Statistics in the College of Science to offer an **Applied Mathematics Emphasis**.

Section 3 in curricular table is blank and total credits addition is not correct. May have addressed in the curricular map. Some issues with General Education sequencing.

Motion to approve the proposal pending abovementioned revisions made by Scott Hunsaker. Seconded by Greg Podgorski. Approved pending revisions.

Request from the Office of the Executive Vice President and Provost to establish a **Latinx Cultural Center**.

Motion to approve the proposal made by Brian Warnick. Seconded by Scott Hunsaker. Approved.

Request from the office of Academic and Instructional Services to establish a **Center for Student Analytics**.

Motion to approve the proposal made by Matt Sanders. Seconded by Merideth Thompson. Approved.

3. *Semester Course Approval Reviews*

<https://usu.curriculog.com/>

1. ADVS - 3520

2. AV - 2500

3. AV - 2501

4. AV - 2502

5. AV - 2503

6. AV - 2504

7. AV - 2505

8. AV - 3885

9. MUSC - 1110

10. MUSC - 1120

11. MUSC - 2110

12. WATS - 4510

13. WILD - 6400

College of Agriculture and Applied Sciences

Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Greg Podgorski. Business approved.

ADVS = 1

APEC =

APPR =

ASTE = 7

LAEP =

OPDD =

NDFS =

PSC =

Caine College of the Arts

Motion to approve the business of the Caine College of the Arts made by Scott Hunsaker. Seconded by Meredith Thompson. Business approved.

ART =

MUSC = 3

THEA =

CCA =

Jon M. Huntsman School of Business

ACCT =

BUS =
ECN =
MGT =
MIS =

Emma Eccles Jones College of Education and Human Services

COMD =
EDUC =
HDFS =
KHS =
ITLS =
NURS =
PSY =
SPER =
TEAL =

College of Engineering

BENG =
CEE =
CS =
ECE =
EED =
MAE =

College of Humanities and Social Sciences

ENGL =
HIST =
JCOM =
LPCS =
POLS =
SSWA =
IELI =
USU =

S.J. & Jessie E. Quinney College of Natural Resources

Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Matt Sanders. Seconded by Brian Warnick. Business approved.

ENVS =
WATS = 1
WILD = 1
NR =

College of Science

BIOL =
CHEM =
GEOL =
MATH =
PHYS =
PUBH =
SCI =

UN –CAS =

4. ***Other Business***

Curriculog Updates – System was shut down during the summer and updates were made to help streamline the processes and make the system more user-friendly.

R401 Process in Curriculog – Currently working on setting up the R401 process in Curriculog. A new R401 abbreviated template is also being worked on. Looking to have the R401 up and running in Curriculog in the next few months.

Prerequisites – The question is arising “when are pre-requisites effective?” The catalog date may be different than Banner and this can cause problems depending on where we are in the calendar year. This can become an issue because the catalog is updated only twice a year. Will continue to look at and resolve this issue.

Cross-listed Courses – This is becoming a big concern. Using the Curriculog system has brought this problem to light. It appears that not always are the cross listed courses the same. They do not have the same title or description. Departments do not consider them the same class. Another concern is in updating the catalog - programs are not treated equally. Some departments will accept one course but not the other. There are a couple of policies regarding dual listing courses, but none that cover cross listing. We need to define what a cross listing is and when it should be used. Many cross-listed courses are affecting the students because some are paying course fees and others are not because of differential tuition. Need to look at how to fix this problem

Huntsman School of Business department split. Need to create new prefixes for courses for new department. Large changes can be put in a “blanket” request. These still need to go through the college curriculum committee. Work with departments and provide Chenese with enough time but also be aware of requests. Asking for approval to make prefix changes now. Any pre-requisite changes must come through Curriculog at a later day.

Motion to approve contingent upon College Curriculum approval made by Scott Hunsaker. Seconded by Thomas Fronk. Approved pending College Curriculum approval. One Nay vote recorded.

Adjourn: 3:02

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Utah State University
Proposed Program Title: Ancient Languages and Cultures
Sponsoring School, College, or Division: College of Humanities and Social Sciences
Sponsoring Academic Department(s) or Unit(s): Department of History
Classification of Instructional Program Code¹ : 30.2201
Min/Max Credit Hours Required of Full Program: 30 /
Proposed Beginning Term²: Fall 2019
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input checked="" type="checkbox"/> (MA)	Master of Arts Degree
<input checked="" type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Profess. School

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Frank Galey _____ Date:

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): Ancient Languages and Cultures effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Department of History proposes the creation of a Master of Arts/Master of Science (MA/MS) in Ancient Languages and Cultures, focusing on the historical languages students must learn to gain admission to and succeed at institutions which grant PhD degrees in fields where comprehension of various ancient languages is prerequisite. Those fields include Classics; Ancient, Medieval, and Early Modern History; Religious Studies; and related disciplines in literature, theology, divinity, philosophy, and art history. Students who enroll in our program will have an unique opportunity to acquire the linguistic skills they will need to complete advanced work elsewhere, while at the same time taking courses in related historical subjects. These two years of intensive training (30 credit hours) will require students to complete a thesis (Plan A) and provide students a bridge to future success in their chosen discipline, an opportunity which would otherwise be out of reach for many. Because of the rigorous and practical nature of this proposed program, the Department of History is confident that they can recruit nationally (and internationally) for the degree.

Program Goals:

1. To provide students with sufficient training in an ancient language or languages so that they can successfully enter a doctoral program in their chosen field.
2. To provide students with methodological tools that prepare them to succeed in the study of peoples who used the ancient language(s).
3. To provide students with the opportunity to practice historical research in their chosen field, using their chosen ancient language(s).

Learning Outcomes:

1. Students will have demonstrable proficiency in reading their chosen ancient language(s).
2. Students will demonstrate an ability to use appropriate methodological tools to study peoples who used the ancient language(s).
3. Students will compose a master's thesis which demonstrates the ability to utilize ancient language(s) and appropriate methodologies in carrying out an original research project.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

This MA/MS aligns with the mission of USU as a doctoral-level institution charged with the discovery, creation and transmission of knowledge through education and training programs at the undergraduate, graduate and professional levels. The Morrill Act of 1862 required Land Grant universities to offer "classical education" to the "mechanic classes." Therefore, ancient history and languages have always been in the curriculum. Ancient Greece and Rome have been part of the curriculum from USU's founding in 1889. Concomitantly, four years of Latin were provided to students of the Agricultural College of Utah [USU]. The proposed degree effects that historical mission, advancing it onto the graduate level.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The proposed MA/MS fills a gap in the larger US educational system. Although there is a steady demand for the study of ancient languages and the methods of historical-cultural analysis, there are no graduate programs which combine training in ancient languages with course work in historical methodology. Those who decide late in their undergraduate careers that they want to do advanced study in these fields are prevented from going on because of this gap in the national curriculum.

The Department of History conducted a survey of 32 Chairs, Directors and Heads who oversee or are advisers in a wide range of programs where medieval history, classics and religious studies are taught. The 23 who responded teach at undergraduate and graduate schools, both public and private, including major PhD-granting institutions in the disciplines. The department asked them their opinion about the feasibility of the program being proposed. [All who replied gave their permission to quote their responses.] Their responses were uniformly positive, including comments like "the rationale is perfectly sound" (Anthony Kaldellis, Ohio State University); "your program sounds really promising" (Muriel McClendon, UCLA); "a degree like yours is worth pursuing" (Carl Sederholm, BYU); "your plan to begin an MA program in Ancient Languages and Cultures makes very good sense" (Daniel Botsman, Yale); "your proposed MA in ancient (and medieval) languages is a wonderful idea" (David Stephan Powers, Cornell); "this is very much a worthwhile initiative" (Ian Moyer, University of Michigan); "programs like this fill a really important niche" (Thomas Burman, Notre Dame); and, "the MA program you propose sounds very useful, and I would support you in undertaking it" (Eric Hinderaker, University of Utah).

Some commented at length:

- I certainly agree whole-heartedly that many undergraduates develop a serious interest in the study of the ancient and medieval worlds too late in their career to acquire the language skills they need to be competitive applicants to good graduate programs. So to that extent there's definitely a need for programs like this... One of the things we look closely at in assessing applicants to our PhD program is the amount and the quality of language training that they've had. Other course work is also something we consider, but the languages are the sine qua non. So by giving students more language training, you would certainly make them more attractive to good PhD programs. (James Rives, University of North Carolina)
- Depending on their interests, our top Ph.D. applicants in History always have strong languages; on your list, Latin, Greek, and Arabic are the languages that are most likely to be important. Depending on where they are located in this country (or abroad), of course, it can be difficult for some B.A. students to acquire the necessary languages. As I am sure you have seen many times, a student from a small liberal arts college might develop a passion for a given subject but the school might be unable to support advanced study in that language. In my area, we routinely advise ambitious and talented students of this kind to enter M.A. programs in order to develop their languages. To that extent, your proposed M.A. program could potentially fill a need. (Daniel Smail, Harvard)
- I think top Ph.D. programs would definitely welcome students who had completed this program. Strong language preparation makes for a strong applicant. A track record of graduate level work in other areas would also help. (Mary Ann Eaverly, The University of Florida)

Much of the infrastructure necessary for implementing this new degree program is already in place. The college offers a full slate of courses in Latin and Greek as well as Arabic. Two of our faculty have expertise in Sanskrit. The

History Department teaches historical methodology and theory at the graduate level and offers courses covering a wide range of places, periods and issues related to the pre-modern world. Elsewhere the university's curriculum includes classes in historical fields relating to philosophy, art and literature. In creating this program, the university will gain an innovative graduate program, which will attract students from across the nation and world and will enhance our prestige and reputation for producing high-quality graduates who prosper in their post-USU academic careers.

Before making this proposal, consultations were held with the humanities faculty on campus who might contribute courses and mentorship and who would recruit students into this new MA/MS. These include professors from History, Religious Studies, Art History, English, Languages, and Philosophy. All of these disciplines encourage students who plan to continue their studies in the fields they pursued as undergraduates to seek training in the historical methodologies and ancient language(s) relevant to their chosen subject matter.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

For this degree, the analogue of a labor market is the top tier of PhD programs in ancient and medieval studies, especially those focusing on classics, history and religious studies. They typically require years of language training to gain entrance, as our survey responses confirm:

- Your proposed MA in ancient (and medieval) languages is a wonderful idea. The Medieval Studies Program and Near Eastern Studies Department at Cornell look for prospective graduate students with strong language training. But language training is not enough. To be competitive, prospective students should also have taken courses and seminars in ancient studies, medieval studies, or Islamic studies... (David Stephan Powers, Cornell)
- The lack of language preparation for graduate applicants is, indeed, a major problem. In our own doctoral program, we have stopped accepting students for the medieval Ph.D. who do not have some facility with Latin... Likewise, we do not accept applicants into our Byzantine Ph.D. program without Greek. I know from colleagues at Notre Dame that they have the same restrictions... I think that students with a language preparation M.A. would be very attractive to high quality doctoral programs. (Thomas Madden, Saint Louis University)

It is clear that without the requisite language skills and historical training appropriate to their chosen field a student's prospect for admission to and success in PhD programs drops dramatically.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

The very impulse for the program stems from student demand itself. For decades, our graduating seniors have been requesting the opportunity to pursue further work in ancient languages and historical methodologies as preparation for advanced study. In many ways this initiative is driven by a recognition of that need. The Department of History is seeking to formalize and better direct students toward success in their professional goals.

The underlying reason for this need is simple. Students often arrive in college searching for direction in

their academic life. Those who discover an interest in pre-modern studies quickly come to realize they have a limited time frame in which to gain the fundamental language skills necessary to continue their chosen discipline. Language courses pose particular difficulties since their curriculum must follow a prescribed sequence covering several years. Especially those students who come late in their college education to disciplines requiring knowledge of these languages confront an all but insurmountable obstacle to pursuing advanced studies, as Daniel Botsman at Yale University confirms: "These days the overwhelming majority of students coming in to our PhD program in History at Yale have already completed MAs and my sense is that the demand for high quality programs that can help people get advanced language training, in particular, will only continue to grow."

There is a particular demand for this type of training among students who come from a Religious Studies background. They often discover their interest in studying religion during their sophomore or junior year, after taking a general education course in the subject. By the time they settle on a desired area of specialization (e.g., early Christianity, Hinduism, Buddhism), it is already too late to acquire more than a cursory knowledge of the languages that are required for admission to a doctoral program in their chosen area. So far, the department has been enrolling such students in the History MA/MS, which is an awkward fit, since they must pursue their language study in addition to a full slate of graduate courses. This, indeed, is the challenge for undergraduates at many universities around the nation that have Religious Studies programs like ours. The new MA/MS the department is proposing will provide such students with the training necessary for success in a PhD program.

This degree also opens the door to advanced study for students who, because of limited undergraduate access to ancient language instruction, have been disadvantaged. The external respondents corroborate this point:

- As things stand now, ... the ability to pursue a PhD in the study of the ("western") ancient world is chiefly open to those who were able to take Latin and Greek in high school. And that leaves many people out. (Muriel McClendon, UCLA)
- One issue that we are currently struggling to address is how language preparation can function as a bar to the scholarly field and the profession, effectively excluding students from diverse backgrounds, such as those from minority-serving institutions or community colleges, who may not have access to the resources for language preparation." (Ian Moyer, University of Michigan)
- Many of those we reject are solely based on a lack of language preparation. It's a shame, because these students are often bright, but for whatever reason they did not pursue the necessary languages when they developed their interests. (Thomas Madden, Saint Louis University)

Opportunity is a matter of access not just to high-quality training but financial resources. USU is in a unique position to provide affordable education, which is a source of concern articulated by Anthony Kaldellis at The Ohio State University: "Students who do not have those resources cannot compete. They have a B.A., an incomplete preparation, ... and have to face up against students who can (to put it bluntly) buy an MA. I have had such students and they have told me how the field is stacked against them." Our degree will help level that playing field.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

The MA/MS program the department is proposing has analogues but no counterpart in academia. Programs exist which focus on student preparation in languages, particularly Latin and Greek, but none that combine language study with graduate work in history and religious studies. Because of the expertise of our faculty,

the breadth of training, the department will be able to provide a graduate program that is unparalleled.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

No institution in the USHE system offers a degree like this, nor any master's degree in Classics or Religious Studies. Indeed, other universities in the region see merit in creating this kind of graduate program:

- I would recommend a program of that type to interested students. I am always game for such broad interests. (Carl Sederholm, BYU)
- For many years, Lindsay Adams did something similar here. He supervised students who were exactly in the circumstance you describe --they came to their interest late, and they lacked the language training to pursue graduate studies. They entered our MA program and worked with Lindsay at the same time that they got 2-3 years of language training under their belts. Many of those students went on to good PhD programs... It sounds like you have a good array of faculty resources to bring to bear on this program. (Eric Hinderaker, University of Utah)
- We don't have any graduate level classes in Classics here, and I would think that an option in the Rocky Mountain West would be appealing. (Matthew Semanoff, University of Montana)

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

There is no external review or accreditation agency for this degree.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

30 credits, with a 3.0 or better GPA.

Admission Requirements

List admission requirements specific to the proposed program.

An undergraduate degree in a related field and at least one year of study in the ancient language of the student's emphasis. Students will need to meet the USU graduate school's minimum requirements for admission.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The program, while interdisciplinary, will be housed in the Department of History, which will provide some funding, a Graduate Program Coordinator, and graduate student facilities through its existing MA/MS program structures. Students in the new MA/MS program who receive funding will support undergraduate education at USU by serving as graduate teaching assistants in survey courses. Admittance and funding to the program will be administered through the History Department's Graduate Committee.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The university has adequate numbers of qualified faculty who can staff this new MA/MS degree. If the program should grow in future to other ancient languages, then the department would need to hire faculty in those areas to offer courses. This hiring would be contingent upon program success and needed expansion in other degrees at the university.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

The History Department has two dedicated full-time staff positions to support its programs, and these staff have the capacity and expertise to provide support for the new program.

Student Advisement

Describe how students in the proposed program will be advised.

Our current model for graduate student advising in the History Department relies heavily on the Graduate Program Coordinator and individual faculty advisors. The department would anticipate expanding this model to the new MA/MS program.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The Library provides resources that are adequate to support the needs of the proposed program. Those that directly and uniquely support classical studies include the Loeb Classical Library, a collection of over 500 Greek and Latin primary-source texts with authoritative English translations, in both print and electronic form; Thesaurus Linguae Graecae, a database of ancient Greek texts; L'Année Philologique, a bibliography of scholarly works relevant to ancient Greece and Rome; and Early Church Texts, a database of Greek and Latin texts from the Christian Church up to the fifth century. More general support comes from the ACLS Humanities E-Book collection,

with over 3,000 peer-reviewed e-books; Project MUSE, with hundreds of journals in the humanities, arts, and social sciences; and JSTOR Arts & Sciences modules I -X, an interdisciplinary archive of over 1,500 journals. The Library also purchases roughly 400 books and e-books per year in the areas of history, religious studies, and languages in addition to maintaining a subscription to ProQuest's Academic Complete, which provides access to over 150,000 e-books in all areas of study. The Library solicits faculty feedback to acquire materials relevant to their teaching and research and seeks to collaborate with faculty to develop sustainable forms of research instruction.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

As this is an MA/MS program requiring a Plan A thesis, the assessment of individual students will be based on the artifact of their thesis, which will be judged according to a standard rubric. Progress toward the degree will be evaluated in spring semester of students' first year through a tracking of their completion of thesis proposals and their successful defense.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Learning objectives and outcomes are the skill sets, competencies, and knowledge students should acquire in their discipline before graduation. The following criteria are for history majors involving the acquisition and mastery of historical knowledge, historical thinking, and historical skills.

Goal: Emphasize the complex nature of past experiences

Goal: Develop skills in critical thinking, reading, research, and speaking

Goal: Master at least one ancient language to the level that allows for research in that language

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
<input type="radio"/>	<input type="radio"/>	HIST 6000		Historical Research Method	3
<input type="radio"/>	<input type="radio"/>	HIST 6970		Thesis Research	6
<input type="radio"/>	<input type="radio"/>	ALC 6100-6500	X	Primary Language Study (see below, Program Curriculum Narrative)	9
<input type="radio"/>	<input type="radio"/>	ALC 6801	X	Research Practicum in Ancient Language 1	1
<input type="radio"/>	<input type="radio"/>	ALC 6802	X	Research Practicum in Ancient Language 2	1
<input type="radio"/>	<input type="radio"/>	ALC 6803	X	Research Practicum in Ancient Language 3	1
Choose 1 of the following courses:					
<input type="radio"/>	<input type="radio"/>	HIST 6010		History and Theory	3
<input type="radio"/>	<input type="radio"/>	HIST 6020		Public History	3
<input type="radio"/>	<input type="radio"/>	HIST 6030		Research Seminar	3
<input type="radio"/>	<input type="radio"/>	HIST 6420		Special Topics in Religious History	3
<input type="radio"/>	<input type="radio"/>				
Required Course Credit Hour Sub-Total					24
Elective Courses					
<input type="radio"/>	<input type="radio"/>				

		Course Number	NEW Course	Course Title	Credit Hours
Choose 2 of the following courses:					
+	-	HIST 6100		Special Topics: Ancient History	3
+	-	HIST 6130		Special Topics: Early Modern European History	3
+	-	HIST 6200		Special Topics: Comparative World History	3
+	-	HIST 6230		Special Topics: Middle Eastern History	3
+	-	HIST 6260		Special Topics: Asian History	3
+	-	HIST 6300		Special Topics: African History	3
+	-	HIST 6330		Special Topics: Latin American History	3
+	-	HIST 6460		Seminar in Environmental History	3
+	-	HIST 6700		Folklore Theory and Method	3
+	-	HIST 6710		Space, Place and Folklore	3
+	-	HIST 6720		Folklore Fieldwork	3
+	-	HIST 6730		Public Folklore	3
+	-	HIST 6740		Folk Narrative	3
+	-	HIST 6760		Folk Art: Traditional Art and Material Culture	3
+	-	HIST 6770		Seminar in Folklore and Folklife	3
+	-	HIST 6800		Paleography	3
+	-	HIST 6880		Special Topics: Advanced History Workshop	1
+	-	HIST 6900		Directed Studies (see below, Program Curriculum Narrative, note 1)	1
+	-	ALC 6900	×	Directed Studies	1
+	-	PHIL 6900		Directed Studies	1
+	-	ENGL 6920		Directed Study	1
+	-	ARTH 5740		Art and Religion: Topics in Sacred Art	3
+	-	ARTH 6430		Curatorial Seminar: Rare Books and Manuscripts	3
+	-	ARTH 6510		Graduate Islamic Visual Cultures ca. 600-1500	3
+	-	ARTH 6610		Greek and Roman Art	3
+	-	ARTH 6620		Byzantine Art	3
+	-	ARTH 6630		Graduate Medieval Art	3
+	-	ARTH 6720		Graduate Renaissance Art	3
+	-	ARTH 6770		Graduate Gender Issues in Art	3
+	-	ENGL 6320		Literary Theory	3
+	-	ENGL 6440		Cultural Research Methods	3
+	-				
Choose of the following courses:					
+	-				
+	-				
Choose of the following courses:					
+	-				
+	-				
Choose of the following courses:					
+	-				
+	-				

		Course Number	NEW Course	Course Title	Credit Hours
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Elective Credit Hour Sub-Total					6
Core Curriculum Credit Hour Sub-Total					30

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

1. Directed studies courses (HIST 6880, HIST 6900, PHIL 6900, ALC 6900, ENGL 6920) are variable 1-3 credits. Students who choose 1-credit electives still must take 6 hours total of electives. Electives may also include ALC 6000-level language courses focusing on a language different from the student's primary language.
2. Students must complete 9 hours of credit in their primary ancient language. Present options include Latin (ALC 6101, ALC 6102, ALC 6103), Greek (ALC 6201, ALC 6202, ALC 6203), and Arabic (ALC 6301, ALC 6302, ALC 6303). Future offerings will include Sanskrit (ALC 6401, ALC 6402, ALC 6403) and Hebrew (ALC 6501, ALC 6502, ALC 6503). All these are new courses.
3. We have secured permission from department heads in English, Art, LPCS allowing us to incorporate in our program courses listed above.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
HIST 6000	3	HIST 6010 or 6020 or 6030 or 6420	3
Primary Language Course	3	Primary Language Course	3
Graduate Seminar	3	ALC 6801	1
Total	9	Total	7
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
Graduate Seminar	3	Thesis	6
Primary Language Course	3	ALC 6803	1
ALC 6802	1		
Total	7	Total	7
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Total		Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	15	7		
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters				
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants				
Staff: Full Time	2			
Staff: Part Time				

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Mark	Damen	T	PhD	University of Texas at Austin	30	
	Frances	Titchener	T	PhD	University of Texas at Austin	20	
	Susan	Shapiro	T	PhD	University of Texas at Austin	20	
	Lisa	Gabbert	T	PhD	Indiana University at Bloomington	5	
	Ravi	Gupta	T	PhD	University of Oxford	10	
	Dominic	Sur	TT	PhD	University of Wisconsin at Madison	5	
	Susan	Cogan	TT	PhD	University of Colorado at Boulder	5	
	Julia	Gossard	TT	PhD	University of Texas at Austin	5	
	Danielle	Ross	TT	PhD	University of Wisconsin at Madison	5	
	Robert	Mueller	T	PhD	University of California at Santa Barbara	5	
	Christopher	Conte	T	PhD	Michigan State University	5	
	Joe	Ward	T	PhD	Stanford University	5	
	Christine	Cooper-Rompato	T	PhD	University of Connecticut	5	
	Alexa	Sand	T	PhD	University of California-Berkeley	5	
	Phebe	Jensen	T	PhD	University of North Carolina at Chapel Hill	5	
	Harrison	Kleiner	TT	PhD	Purdue University	5	
	Abdulkafi	Albirini	T	PhD	University of Illinois at Urbana-Champaign	5	
	Felipe	Valencia	TT	PhD	Brown University	5	
	Richard	Sherlock	T	PhD	Harvard University	5	

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
	Charlie	Huenemann	T	PhD	University of Wisconsin at Madison	5	
	Lynne	McNeill	TT	PhD	Memorial University of Newfoundland	5	
	Jeannie	Thomas	T	PhD	University of Oregon	5	
	James	Sanders	T	PhD	University of Pittsburgh	5	
Part Time Faculty							
	none						

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	20	21	22	22	23	24
# of Majors in Proposed Program(s)	////	1	2	2	3	4
# of Graduates from Department	8	8	9	10	10	10
# Graduates in New Program(s)	////					
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0					
Operating Expenses (equipment, travel, resources)	\$0					
Other:						
TOTAL PROGRAM EXPENSES	////	\$0	\$0	\$0		
TOTAL EXPENSES	\$0	\$0	\$0	\$0		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$15,000	\$30,000	\$30,000		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$15,000	\$30,000	\$30,000		
TOTAL DEPARTMENT FUNDING	\$0	\$15,000	\$30,000	\$30,000		
Difference						
Funding - Expense	\$0	\$15,000	\$30,000	\$30,000		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The program is built around existing personnel and capacity, so no new expenses are anticipated. All new courses will be taught as part of faculty load for current faculty.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

The History Department will reallocate Graduate Teaching Assistantships to the new program, beginning with one the first year (\$15,000) and then with two (\$30,000) in subsequent years. The program will evaluate the GTA distributions after 4 years and reallocate as necessary for enrollment in this program and in the History master's program.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding planned initially. The department anticipates using tuition dollars to fund additional language courses in the future.

**Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Utah State University

Program Title: *Current* American Studies *Proposed (if applicable)* Folklore and American Studies

Sponsoring School, College, or Division: CHaSS

Sponsoring Academic Department(s) or Unit(s): English

Classification of Instruction Program Code¹: 05.0102 05.0209, 05.0102

Min/Max Credit Hours for Full Program Required: Min Cr Hr / Max Cr Hr Min Cr Hr / Max Cr Hr

Proposed Effective Term for Program Change²: Fall 2019

Institutional Board of Trustees' Approval Date:

Award Type: MA

Program Change Type (check all that apply):

<input checked="" type="checkbox"/>	Name Change of Existing Program
<input checked="" type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Effective Term" refers to term when change to program is published. For **Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to change name from American Studies to Folklore and American Studies and restructure Folklore and American Studies effective Fall 2019. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

The Department of English proposes changing the name of the graduate program and graduate degree from "American Studies" to "Folklore and American Studies" as part of larger strategy for a more integrated and holistic graduate program. Currently, Folklore Studies is a specialization in American Studies and therefore administratively a minor partner, despite the fact that USU's Folklore Program is historically strong and nationally recognized. For example, although Folklore students undertake a rigorous program of courses, the Master's degree says "American Studies" and does not reflect their Folklore Studies background. Similarly, many American Studies students take folklore courses but also do not have this reflected in their degree. The proposed change would more accurately reflect the work that students are doing. As part of the larger program change, there will be minor curricular changes to ensure that all students take at least one Folklore and one American Studies course, ensuring a more integrated and interdisciplinary Master's Degree program. that will provide students with greater depth in both of these subject areas. The proposed change will also help the Department of English recruit students to the program by delineating the dual strengths and focus of the degree more clearly. This change will also help the English department improve our administrative efficiency as it will be able to consolidate admissions and assessment responsibilities (currently operating as two separate committees for each process) into two integrated admission and assessment committees for the program as a whole. The decision to make these program changes was accomplished through discussions held by American Studies and Folklore faculty in their monthly program meetings, as well as a joint meeting involving faculty from both areas. A formal vote was held to approve these program changes with members of the American Studies and Folklore faculty on Sept. 12, 2018, where the changes were approved unanimously.

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Will faculty or staff structures be impacted by the proposed change?

This action is completely consistent with USU's mission as both a research-oriented university and as a student-centered, land grant university because the proposed changes promote a more rigorous interdisciplinary program of study and will expose students to a greater range of ideas and faculty. No existing faculty or staff structures will be adversely impacted by this proposed change, and this proposed change will allow the Department of English to manage existing faculty and curricular resources more efficiently.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

No new funds are required for this change. It allows for greater collaboration and sharing of resources between Folklore and American Studies faculty, since the programs will share courses, students, and faculty more fully. In particular the programs anticipate fewer canceled classes due to low enrollment and more faculty available to serve on graduate thesis committees. Faculty will also be able to manage admission and assessment processes more efficiently by consolidating them under a single committee for each, comprised of faculty from both areas.

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Utah State University

Proposed Program Title: Chinese

Sponsoring School, College, or Division: Humanities and Social Sciences

Sponsoring Academic Department(s) or Unit(s): Languages, Philosophy & Communication Studies

Classification of Instructional Program Code¹ : 16.0904

Min/Max Credit Hours Required of Full Program: 120 /

Proposed Beginning Term²: Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input checked="" type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Profess. School

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): Chinese effective Fall 2019.
This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Bachelor of Arts (B.A.) degree in Chinese will prepare students with the knowledge, motivation and skills necessary to develop a high degree of linguistic competence in the Chinese language as well as to provide the historical, artistic and cultural background needed to understand and interact successfully with Chinese speakers. Students will come to understand various cultural nuances important in Chinese speaking societies as expressed in literature, business, and media outlets.

The language courses emphasize speaking, listening, reading, and writing skills that would be essential for interacting with native Chinese speakers from a variety of countries. It is recognized that there are multiple varieties of Chinese. The focus in this major will be on Mandarin Chinese, which has more speakers than any other language in the world. The courses on literature, culture, film, and theater provide students opportunities to apply and advance their comprehensive language skills through in-depth reading of authentic materials and critical interpretation of traditions in Sinophone cultures and communities, as well as to assess the impact of such trends in and beyond the Chinese-speaking communities across the world. Students will learn about both general and specific cultural differences between Mainland China, Taiwan, Hong Kong, the United States, and other Sinophone areas, including diversities in values, workplace behavior, and relationship development. In the linguistic courses, students will study the nature of language itself, and have an opportunity to explore various features of the Chinese language. Students will also be able to understand social issues that impact language use and develop translation skills.

This program is designed to help students in multiple ways. First, as suggested earlier, it will increase the students' options and opportunities in the job market. Individuals with strong second language skills have more opportunities for placement and advancement in a wide variety of careers. Second, as students learn not only another language, but come to understand other ways of living and organizing, their ability to succeed as a responsible member of the global community improves. Third, the skills associated with second language acquisition, translation, literary analysis, artistic articulations, cultural criticism, and diverse perceptions of the world will help students solve every-day, real-world problems, and think through complex issues and communicate clearly.

*Minimum Departmental
Requirements Total Credits and
Minimum Departmental Requirements*

The Chinese Major requires 34 upper-division credit hours.

Chinese Major Requirements

- A. Required Courses: (7 credit hours minimum)
CHIN 3010 Chinese Third Year I
And either
CHIN 3050 Chinese Conversation (this bridge course is only available to, and required for, students who have not had at least one-year of extensive experience in a Chinese-speaking environment).
or
LING 3200 Introduction to Linguistics
or
LING 4100 Study of Language
- B. Elective Courses (27 credits minimum)
CHIN 3020 Chinese Third Year II
CHIN 3060 Chinese Grammar and Composition (pending approval)
CHIN 3080 Chinese Outreach Practicum
CHIN 3090 Introduction to Modern Chinese Literature and Film
CHIN 3100 Readings in Contemporary Chinese Culture (DHA)
CHIN 3118 Chinese Popular Culture
CHIN 3510 Chinese Business Language
CHIN 3540 Translating Into and From Chinese (CI)
CHIN 3800 Chinese III Study Abroad
CHIN 3880 Individual Readings in Chinese
CHIN 4090 Masterworks in Classical Chinese Fiction (pending approval)
CHIN 4100 Teaching Chinese as a Foreign Language
CHIN 4210 Chinese/ Sinophone Theatre and Performance
CHIN 4300 Introduction to Classical Chinese (pending approval)
CHIN 4800 Chinese IV Study Abroad
CHIN 4920 Chinese Language Tutoring
LANG 3570: Narrative Ethics in Asian Literature and Film
(Or one of the following two classes)
CMST 3330 Intercultural Communication
LING 3100 Language in Context

Credits obtained in lower-division Chinese courses cannot be applied toward the major.

Grade Point Average to Declare a Major: 2.5 Career GPA.

Grade Point Average required to Graduate with Major: 2.5 GPA within courses for the major.

Courses for the Chinese Major require minimum grades of *C-* or better. Courses for the Chinese Major *may not* be taken on a *Pass/Fail* Basis.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

In keeping with Utah State's mission statement the proposed major in Chinese will foster diversity of thought and culture by encouraging student learning, discovery and engagement with distinct communities worldwide. There are currently fifty-five Chinese language dual immersion schools in the state of Utah (K-12), so the connection to Utah State is a natural one.

Proficiency in languages tied to large economic bases, and language knowledge such as Chinese, is crucial for the Utah labor

market and, therefore, is consistent with Utah State's land-grant role of serving those within Utah by enhancing their quality of life through their ability to function effectively in the marketplace. Additionally, this major will further contribute to the University's public goal of stimulating knowledge of national and international affairs, and thus aligns clearly with its internationalization efforts. The major will also complement many programs already existing at Utah State, such as Asian Studies, Global Communication, International Studies, and International Business. Many of the student majoring in other languages are double majoring with a variety of programs throughout the university. This increased language and cultural training gives the state's students a distinct advantage in the workplace.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

This major proposal is responding to student requests, changes in the labor market, and faculty analysis of current trends. This major will prepare students with the knowledge, motivation, and skills necessary to thrive while engaging in work in intercultural contexts. Students in this program will study the Chinese language, as well as the culture and societies of Chinese speaking peoples. With over one billion speakers world-wide, Chinese is clearly a vital language in the world economy. The creation of a major in this area will be beneficial for student's here at USU and for Utah.

Cache Valley has an unusually high number of Chinese speakers in it and also has a dual language program in Chinese at the elementary school level. This is an important language for business and social interactions both world-wide and locally. Having a major that capitalizes on and helps strengthen these connections is very valuable. It is expected that the major in Chinese will also provide an opportunity for greater knowledge and expertise in Chinese language and culture for the students Utah State University serves.

The degree will also help students develop life-long skills such as problem solving, critical thinking, communicating with those from culturally diverse backgrounds, interpretation and translation skills, the ability to empathize and be sensitive to different perspectives, and an understanding for how communities fit into the larger world scene. The courses provide a distinctive element to the baccalaureate education at USU, and encourage a commitment to making a difference in the world.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

As technological advances bring the world's peoples closer together, the ability to communicate effectively across cultures and languages is becoming increasingly valuable. Chinese is the most commonly spoken language in the world and mainland China has the largest GDP in the world. Chinese is one of nine strategic languages identified in the language flagship program sponsored by the National Security Education Program (NSEP) at the U.S. Department of Defense. Clearly jobs associated with China are growing and students with Chinese language skills have many doors

open to them.

Students with strong language skills and cultural knowledge are in high demand across a variety of workplaces, including education, business, marketing, government agencies, tourism, health professions, engineering, and many more. In this age of multinational corporations, enterprises and companies are looking for sales managers, executives, marketing specialists, personnel managers, accountants, and finance managers who speak a second language. Graduates in many fields that speak a second language have greater opportunities for placement and advancement. Students who wish to work for travel industries, technology and international trade companies, health professions, education services, or various governmental agencies often find that the knowledge of a second language gives them a competitive advantage or is an essential qualification for the job.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Utah State has many students involved with the Chinese language, either through the Asian Studies program, the Chinese minor, or the Chinese teaching minor. A survey taken in the summer of 2018 of USU students who minoring in Chinese showed that 76% were interested in becoming a major if such a program were created. All of the students responding were supportive of the creation of a major, but 24% felt that they would not have the time to either do a double major or switch to the Chinese major. This is a high percentage of students who are interested in doing more with the Chinese language than what they are currently able to do. Not all students that expressed interest will immediately be able to add this to their program of study, but many will and the program will grow as the news of the new major spreads.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Only one other institution (The University of Utah) in USHE offers a major in Chinese. Utah Valley University has minors in Chinese Commerce, Chinese Language, and Chinese Studies. Weber State University offers an associate degree of Chinese. Snow College and Dixie State University irregularly have **beginner-level Chinese language classes, but no specific programs of Chinese have been set up**. Given that the demanding of Chinese knowledge is increasing and only one college in Utah offers a major in Chinese, this major will provide students with an important additional opportunity to achieve a high level of linguistic competence in Chinese. This major will also cultivate students' advanced knowledge of the cultural and literary traditions of China, Taiwan, and other Sinophone communities.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The program will not be delivered outside of the designated service area. Since there are no other Chinese major programs available nearby (within 80 miles), it will not be in competition with or impact any other programs. The department heads for each of the language programs in the state have been contacted by the Utah State department head about the work on this new program. To date, there have only been supportive responses to the news about this potential new program. For example, the Chair of the Department of World Languages at the University of Utah, Dr. Toscano, wrote, "I agree that we need more Chinese programs at our colleges and universities in Utah, especially with the thriving Chinese Dual Immersion classrooms in our public schools. So yes, I will support your proposal." Other department chairs have also been very supportive. Some possible collaborations with other institutions as the program becomes more established include co-hosting undergraduate research symposiums, academic conferences, Chinese film festivals etc. The new major will enrich the exchange of Chinese research and teaching in Utah.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The program will not seek a special professional accreditation. The major was designed by the full-time Chinese language faculty at Utah State University using existing language majors as a model.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

A minimum of 34 "upper-division" credits will be required for graduation. This number is similar to the 33 upper-division credits required for the French, German and Portuguese language majors at Utah State. A student who begins with a background in Chinese would need to complete 20 lower division credits before they would be able to enroll in upper-division Chinese courses. Similar to the other language programs a 2.5 GPA within the major courses would be required to graduate and at least fifty percent of the major credits must be completed at USU. Courses for Chinese majors require a C- grade or better to be counted toward graduation. In addition, courses taken for the Chinese major may not be taken on a Pass/Fail basis.

Admission Requirements

List admission requirements specific to the proposed program.

1. New freshmen admitted to USU in good standing qualify for admission to this major.
2. Transfer students from other institutions need a 2.5 total GPA for admission to this major.
3. Students transferring from other USU majors need a total GPA of 2.5 for admission to this major.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The university is well suited to support this degree. The courses required to make this major work are either all existing courses or courses that are in the process of receiving approval. The existing Chinese minor is very popular (roughly 45 returning students this coming fall, 2018). The Department of Languages, Philosophy and Communication Studies currently offers nine different majors and fifteen minors and has the structure in place to easily allow for an additional major. Students will be able to receive the instruction and advising they need with the system that is already in place.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

No additional faculty members are required for this major. The number of core faculty who will provide fulltime support for this major is three. All three faculty members have doctoral degrees. Two are Associate Professors, Ko-Yin Sung and Li Guo, and one is an Assistant Professor, Jasmine Yu-Hsing Chen. These full-time faculty members have outstanding diversity and multi-disciplinary backgrounds in research and teaching. With sound faculty capacity, the program can offer students an extensive range of courses in language, literature, culture and civilization studies, as well as some courses covering intersecting fields of Asian studies and Global Communication studies. In addition, we have routinely had one or two graduate instructors associated with the department's Master of Second Language Teaching program who teach lower-division Chinese language classes.

Specifically, full-time faculty members' expertise will support the enrichment and long-term development of course structure, and include nuanced and theme-based courses to meet students' increasingly varied demands. Faculty specialties allow offering of courses on language skills at all levels, as well as content-based, upper-level courses covering pre-modern, modern, and contemporary periods of Sinophone communities across cultural, socio-historical, and geographical boundaries.

Also, the department has four faculty members who teach in linguistics and culture, and can provide support for related requirements. All four faculty have doctoral degrees.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

The Department of Languages, Philosophy and Communication Studies currently has five staff members. Four of these are full-time and one is three quarter time. The need for additional staff to support this program is not anticipated.

Student Advisement

Describe how students in the proposed program will be advised.

The Department of Languages, Philosophy and Communication Studies currently has a full-time advisor who works with the language majors. The advisor also provides guidance on program requirements to those in the Chinese major. In addition, each of the majors are assigned a faculty member as an advisor to provide more program specific information and mentoring. The three faculty members who specialize in Chinese will be assigned students to work with just as the faculty teaching in the French, German, Portuguese, and Spanish programs are. This process has worked very smoothly.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Utah State University's Merrill-Cazier library offers excellent resources that supports faculty research and the teaching of Chinese classes in the existing minor. The library recently offered an Open Educational Resources (OER) grant to help renovate a Chinese translation class. Students and faculty will continue to use these same resources. In future, funding could be sought to encourage collaboration with the library in the following aspects: 1) utilizing Digital Commons to promote faculty members' research impact and presence at regional, national and international levels; 2) expanding current digital databases related to Sinophone studies to support faculty members' teaching and research endeavors, especially some essential Chinese/Taiwanese databases such as CNKI, Airiti Library, and Udndata; 3) collaborating with library specialists and IT experts in promoting digital humanities research in Sinophone studies and Asian studies in general; 4) considering the robust growth of the Chinese language program, Japanese language program and Asian studies program, there will be increasing demands for a part-time or full-time library specialist who can serve as a designated expert in East Asian studies, and take charge of book ordering, journal subscription, and offer library assistance for faculty and students who work in related fields.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

Chinese will use a program assessment plan that the department uses for the other language majors in the department, French, German, Portuguese, and Spanish. The basic program assessment plan is as follows:

The framework used for the learning objectives reflects the American Council on the Teaching of Foreign Languages (ACTFL) Standards of Foreign Language Learning, the 5 C's (Communication, Cultures, Connections, Comparisons, and Communities). As such, many of the rubrics used for assessment in the various language programs adhere to nationally recognized standards. Following are the learning objectives along with information about how each one is assessed.

1. Students are proficient in speaking, listening, reading, and writing in their language of study.

Source of data to assess learning objective one: Student work from the following courses: CHIN 3010, 3020, 3060, 3100, 3510, 3540, and 4300.

Rubrics to be used for assessment: Please see supplements A, B, and C in this document. Each of these rubrics are based, in part, on the American Council on the Teaching of Foreign Language (ACTFL) standards for reading, writing, listening, and speaking as well as on other standards for literary/cultural interpretation.

Frequency of assessment and reporting of data: Data for this learning objective is collected in each of the above courses whenever they are offered throughout the academic year (i.e., at least two courses per language, per year). Each language section reports/uploads their assessments for this learning objective by the end of the spring semester. Individual and averaged aggregate scores in each language program for this learning objective are uploaded to the languages assessment page on the LPCS website. Faculty members in each language section also meet at the end of each spring semester and discuss the assessment information/scores and determine any necessary curricular changes needed. The department will also receive feedback from recent graduates through a survey sent out each summer designed to assess their perception of how the program is doing with this objective (see supplement D).

2. Students will be able to interpret a variety of cultural products (texts, films, music, art, theater, performance, photography, etc.).

Source of data to assess learning objective two: Student work from the following courses: CHIN 3090, 3100, 3118, 3540, 4090, 4210, 4300 and Lang 3570.

Rubric to be used for assessment: Please see supplement A which is based, in part, the ACTFL standards for reading and writing as well as on other standards for literary/cultural interpretation.

Frequency of assessment and reporting of data: Data for this learning objective is collected in each of the above courses whenever they are offered throughout the academic year (i.e., fall and/ or spring semesters). Each language section reports/uploads their assessments for this learning objective by the end of the spring semester. Individual and averaged aggregate scores in each language program for this learning objective are uploaded to the languages assessment page on the LPCS website. Faculty members in each language section also meet at the end of each spring semester and discuss the assessment information/scores and determine any necessary curricular changes needed. The department will also receive feedback from recent graduates through a survey sent out each summer designed to assess their perception of how the

program is doing with this objective (see supplement D).

3. To expose students to methods of inquiry and research appropriate to the humanities.

Source of data to assess learning objective: Student work from the following courses: CHIN 3090, 3118, 3540, 4090, 4100, 4300 and LANG 3570.

Rubric to be used for assessment three: Please see supplement A which is based, in part, the ACTFL standards for reading and writing as well as on other standards for literary/cultural interpretation.

Frequency of assessment and reporting of data: Data for this learning objective is collected in each of the above courses whenever they are offered throughout the academic year (i.e., fall and/ or spring semesters). Each language section reports/uploads their assessments for this learning objective by the end of the spring semester. Individual and averaged aggregate scores in each language program for this learning objective are uploaded to the languages assessment page on the LPCS website. Faculty members in each language section also meet at the end of each spring semester and discuss the assessment information/scores and determine any necessary curricular changes needed. Feedback will be received from recent graduates through a survey sent out each summer designed to assess their perception of how the program is doing with this objective (see supplement D).

4. To prepare students for a broad selection of professional activities appropriate to the 21st century job market in which knowledge of a foreign language is important, including primary/secondary language instruction, as well as graduate or other professional studies.

Source of data to assess learning objective four: The department will be surveying recent graduates using the survey found in supplement D.

Frequency of assessment and reporting of data: Data for this learning objective is collected each summer from language majors who have graduated in the last year. The LPCS department reports/uploads its assessment for this learning objective by the end of the spring semester. Individual and averaged aggregate scores for this learning objective are uploaded to the languages assessment page on the LPCS website at this time as well. Faculty members in each language section meet at the end of each spring semester and discuss the assessment information/scores and determine any necessary curricular changes needed.

Supplement A

Rubric for

Learning Objective 1 (i.e., reading and writing abilities)

Learning Objective 2 (interpreting cultural products)

Learning Objective 3 (methods of inquiry/research in the Humanities)

Preliminary Note: The following rubric is based, in part, on ACTFL standards for reading and writing, as well as on other standards for literary/cultural interpretation and research in the field. Each student's work is assessed with regards to Objectives 1, 2, and 3 on a point scale of 1 to 4 (with 4 being the highest). While the highest possible score of 12

would indeed be achievable by the very best students, the goal for the majors in general is a cumulative score of at least 9 in each of the categories expressed in the rubrics (i.e., linguistic accuracy and comprehensibility, interpreting literary and cultural texts, and research methods in the Humanities). A score of 9 represents an acceptable level of competence in these areas and demonstrates the benchmark for success in the achievement of the learning objectives as a whole. Linguistic accuracy and comprehensibility

(Learning Objective 1, writing)

(4) Writer uses language correctly, and *precisely* including grammar taught in that course, spelling, word order, and punctuation. Uses complex sentence structures, conjunctions, etc. Uses all appropriate formal, academic, or professional style. Reader can always understand what the writer is trying to communicate. Communicates ideas effectively; includes elements of persuasion or interpretation, etc.

(3) Writer uses most of the language correctly, including grammar, attempts but does not use complex sentence structures or more difficult grammar accurately. Uses some formal, academic, or professional style, some idiomatic or slang terms. Reader can understand most of what the writer is trying to communicate.

(2) Writer has some problems with basic grammar usage or is inconsistent. Frequently uses slang terms or lacks formal, academic, or professional style. Reader can understand less than half of what the writer is trying to communicate.

(1) Writer makes a significant number of basic errors in language usage, such as basic conjugations, present tense, agreements, etc. Lacks appropriate formal, academic, or professional style. Reader can understand little of what the writer is trying to communicate. Interpreting literary and cultural texts

(Learning Objective 2, and Learning Objective 1, reading)

(4) Writer shows understanding of provided text. Uses all of the interpretive tools and critical language taught in class applied to the given text (for example, discusses theme, context, images, stylistic elements, cultural references, etc. of a literary text according to assignment). Able to synthesize material and move beyond basic comprehension or summary. Shows cultural understanding and knowledge; able to make cultural comparisons.

(3) Writer fulfills all requirements of the assignment. Uses some of the interpretive tools taught in the class (for example some understanding of context, style, form, content, etc.). Limited ability to move beyond basic comprehension and summary. Some effective or original synthesis of material. Shows some detailed knowledge of the other culture.

(2) Writer fulfills requirements of the assignment. Unable to use interpretive tools or critical language applied to the text. Demonstrates understanding of text, but cannot move beyond summary. Makes some limited cultural references with limited understanding.

(1) Writer fulfills few requirements of the assignment. Does not demonstrate understanding of the given text. No synthesis of material at all. Makes no cultural references; does not show cultural understanding. Research methods of the

Humanities

(Learning Objective 3)

(4) Writer uses appropriate secondary research sources to support their central thesis and ideas. Sources include academic articles, books, and essays. Writer cites sources correctly (using MLA style) and appropriately incorporates research findings into essay. Use of bibliography shows a sophisticated knowledge of the field of inquiry.

(3) Writer uses some secondary research sources to support their thesis and ideas. Use of sources, citing abilities, knowledge of MLA style, and/or bibliography may be limited or lacking. Research skills are sufficient and show some detailed knowledge of the field of inquiry.

(2) Writer uses few secondary research sources to support their thesis and ideas. Some sources may be non-academic. Use of sources, citing abilities, knowledge of MLA style, and/or bibliography are insufficient. Research paper shows only a limited knowledge of the field of inquiry.

(1) Writer uses no appropriate secondary research sources. Lack of research shows little to no knowledge of field of inquiry.

Supplement B

A note about listening tasks used at USU: Assessing second language listening ability in the language programs may be done via a number of different tasks; some of which will combine the assessment of listening alongside speaking (e.g., via an interactive presentation whereby the student not only talks about a project, but also answers various questions/comments from the instructor and/or fellow students). In many instances, however, listening may be assessed via tasks that isolate/assess a student's listening ability. Language majors in the program should attain, at minimum, listening proficiency at the *Advanced Mid*-level but may range through the *Superior* level on the American Council on the Teaching of Foreign Language (ACTFL) Guidelines for Listening (2012). The following rubric reflects the various levels/range of listening proficiency to be assessed.

Sample rubric to be used to assess listening

Holistic Evaluation

Levels of Listening

Proficiency Superior

(4 pts)

*able to understand speech in a standard dialect on a wide range of familiar and less familiar topics.

*understands speech that typically uses precise, specialized vocabulary and complex grammatical structures.

*comprehension is no longer limited to the listener's familiarity with subject matter, but

also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture.

Advanced High (3 pts) *able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports.

*are able to comprehend the facts presented in oral discourse and are often able to recognize speaker intended inferences.

*able to derive some meaning from oral texts that deal with unfamiliar topics or situations.

Advanced - Mid 2 pts.

*able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events.

*understands the main facts and many supporting details.

*comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

Advanced - Low 1 pt.

*listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven.

*understands the main facts and some supporting details.

*comprehension may often derive primarily from situational and subject-matter knowledge.

[Advanced Low]

Note: Guidelines/parameters used to determine whether or not a language program is effectively addressing listening (part of learning objective #1) are as follows:

*The listening objective is exceeded when the average score for the assessed students in a language program falls in the range of 3.0 to 4.0 points.

*The listening objective is met when the average score for the assessed students in a language program falls in the range of 2.0 to 2.9 points.

* The listening objective is not met when the average score for the assessed students in a language program falls in the range of 0 to 1.9 points.

Supplement C

A note about the speaking task used at USU: The primary oral evaluation task in many of the classes in the language program is an in-class oral presentation. Language

majors in the program should attain, at minimum, an oral proficiency at the Advanced level based on the American Council on the Teaching of Foreign Language (ACTFL) Guidelines for Speaking (2012). The following describes what successful language majors should be able to do at the Advanced level:

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Sample rubric to be used to assess speaking

Holistic Evaluation - Levels of Oral Proficiency

[Advanced High] 4 pts. *able to explain in detail and narrate fully and accurately in all time frames.

*may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear.

*demonstrates a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration.

[Advanced Mid] 3 pts. *able to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect.

*can participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

*can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task and their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest.

[Advanced Low] 2 pts. * demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect.

*able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities.

*speech is typically marked by a certain grammatical roughness (e.g., inconsistent

control of verb endings); vocabulary often lacks specificity.

[Intermediate High] 1pt. * can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time.

* able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

* when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Note: Guidelines/parameters used to determine whether or not a language program is effectively addressing speaking (part of learning objective #1) are as follows:

*The speaking objective is exceeded when the average score for the assessed students in a language program falls in the range of 3.0 to 4.0 points.

*The speaking objective is met when the average score for the assessed students in a language program falls in the range of 2.0 to 2.9 points.

* The speaking objective is not met when the average score for the assessed students in a language program falls in the range of 0 to 1.9 points.

Supplement D
QUESTIONNAIRE FOR STUDENTS WHO
GRADUATED WITH A CHINESE MAJOR

Department of Languages, Philosophy, & Communication Studies
Utah State University

1. Name

2. Please list any minors and/or double majors?

3. Please evaluate your languages classes regarding each of the following learning objectives:

Objective 1:

Students will be proficient in speaking, listening, reading, and writing in their language of study.

With respect to this objective my classes were effective:

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

Objective 2:

Students will be able to interpret a variety of cultural products (texts, films, music, art,

photography, etc.).

With respect to this objective my classes were effective:

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

Objective 3:

Students will be exposed to methods of inquiry and research appropriate to the humanities.

With respect to this objective my classes were effective:

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

Objective 4:

To prepare students for a broad selection of professional activities appropriate to the 21st century job market in which knowledge of a foreign language is important, including primary/secondary language instruction, as well as graduate or other professional studies.

With respect to this objective my classes were effective:

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

4. The department would like to stay in touch with you. What are your post-graduation plans? Please include information concerning a job, graduate school, or professional school.

5. Please provide post-graduation contact information, if possible. This information will be confidential.

a. E-mail address:

b. Postal address:

c. Phone number:

The department is very interested in your feedback. Please include any general comments you would like to make about your experiences in the Spanish program and the Department of Languages, Philosophy, and Communication Studies (areas of strength or areas for improvement).

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The assessment plan discussed in the previous section is designed to promote the following skills and knowledge:

1. Students are proficient in speaking, listening, reading, and writing in their language of study.
2. Students will be able to interpret a variety of cultural products (texts, films, music, art, photography, etc.).
3. Students will be familiar with methods of inquiry and research appropriate to the humanities.
4. Students will be prepared for a broad selection of professional activities appropriate to the 21st century job market in which knowledge of a foreign language is important, including primary/ secondary language instruction, as well as graduate or other professional studies.

Each academic year the faculty focused on the Chinese major will meet together to review the performance of the students in the major based on the collected assessment material described in the previous section. Individuals meeting these objectives will be well prepared for either immediate employment or graduate study. When students do not meet the planned objectives the faculty will meet with the student and devise a plan to help him or her get back on track.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					38
Required Courses					
+	-	CHIN 3010		Chinese Third Year I	4
+	-	And Either			
+	-	CHIN 3000		Chinese Conversation (Only available for students with less than a \pm)	3
+	-	Or			
+	-	LING 3200		Introduction to Linguistics	3
+	-	Or			
+	-	LING 4100		Study of Language	3
+	-				
+	-				
+	-				
Required Course Credit Hour Sub-Total					7
Elective Courses					
+	-	CHIN 3020		Chinese Third Year II	4
+	-	CHIN 3060	×	Chinese Grammar and Composition	3
+	-	CHIN 3080		Chinese Outreach Practicum	3
+	-	CHIN 3090		Introduction to Modern Chinese Literature and Film	3
+	-	CHIN 3100		Readings in Contemporary Chinese Culture	3
+	-	CHIN 3118		Chinese/Sinophone Popular Culture	3
+	-	CHIN 3510		Chinese Business Language	3
+	-	CHIN 3540		Translating Into and From Chinese	3
+	-	CHIN 3800		Chinese III Study Abroad	3
+	-	CHIN 3880		Individual Readings in Chinese	1
+	-	CHIN 4090	×	Masterworks in Classical Chinese Fiction	3
+	-	CHIN 4100		Teaching Chinese as a Foreign Language	3
+	-	CHIN 4210	×	Chinese/Sinophone Theatre and Performance	3
+	-	CHIN 4300	×	Introduction to Classical Chinese	3
+	-	CHIN 4800		Chinese IV Study Abroad	3
+	-	CHIN 4920		Chinese Language Tutoring	1
+	-	LANG 3570		Narrative Ethics in Asian Literature and Film	3
+	-			Minimum Number of Elective Credits Required	27
+	-			Minimum Number of Upper-Division Credits in the Major Required \pm	

		Course Number	NEW Course	Course Title	Credit Hours
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Elective Credit Hour Sub-Total					75
Core Curriculum Credit Hour Sub-Total					120

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The only variable credit courses are the independent readings course and study abroad courses. The specific requirements for these courses are worked out with the faculty member supervising the course in question.

The requirements discussed earlier in the program overview and in this appendix focus on upper-division classes because though are the specific requirements for the major. However, Utah State does offer beginning and intermediate level courses, such as CHIN 1010, 1020, 2010, and 2020. Lower-division study abroad courses, CHIN 1800 and 2800, are also offered.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
CHIN 1010	5	CHIN 1020	5
CL 1	3	CL2	3
QL trac	4	QL	4
BAI	3	BCA	3
PE	1		
Total	16	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
CHIN 2010	5	CHIN 2020	5
BHU	3	BPS	3
BLS	3	Exploration or LING 2100	3
BSS	3	Minor or Elective	3
Minor or Elective (CI)	3	Minor or Elective	3
Total	17	Total	17
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
CHIN 3010	4	CHIN 3020	4
CHIN 3060	3	CHIN 3090	3
Minor of Elective	3	CHIN 3100	3
DSC	3	DSS	3
LING 3200 or 4100	3	Minor or Elective	3
Total	16	Total	16
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
CHIN 3510	3	CHIN 4090	3
CHIN 3540 (CI)	3	CHIN 4210	3
CHIN 4100	3	CHIN 4300	3
QI	3	LANG 3570	3
Minor of Elective	3	Minor of Elective	3
Total	15	Total	15

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	25	11	4	
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters	1		8	
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants	/ / / / /	/ / / / /	10	
Staff: Full Time			4	
Staff: Part Time			1	

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Ko-Yin	Sung	T	Ph.D.	University of Texas at San Antonio	100	
	Li	Guo	T	Ph.D.	University of Iowa	90	
	Yu-Hsing	Chen	TT	Ph.D	University of Wisconsin-Madison	100	
	Abdulkafi	Albirini	T	Ph.D.	University of Illinois at Urbana-Champaign	10	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants	/ / / / /	/ / / / /	0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	482	494	502	508	514	520
# of Majors in Proposed Program(s)	////	12	20	26	33	38
# of Graduates from Department	108	108	108	116	120	126
# Graduates in New Program(s)	////	0	0	8	12	14
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$4,472,913	\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)	\$181,756	\$0	\$0	\$0		
Other:		\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES	////	\$0	\$0	\$0		
TOTAL EXPENSES	\$4,654,669	\$4,654,669	\$4,654,669	\$4,654,669		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$4,654,669	\$0	\$0	\$0		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$4,654,669	\$4,654,669	\$4,654,669	\$4,654,669		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

This program does not require any new funding. The faculty and staffing for it are already in place.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

N/A

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

N/A

**Utah System of Higher Education
New Administrative Unit Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Utah State University

Proposed Effective Date¹: 10/01/2018

Institutional Board of Trustees' Approval Date:

Proposed Unit Title: I-System Institute for Transdisciplinary Studies

Sponsoring School, College, or Division: College of Humanities and Social Sciences

Sponsoring Academic Department(s) or Unit(s): Sociology, Social Work and Anthropology

Proposed Unit Type:

<input type="checkbox"/>	New Administrative Unit
<input type="checkbox"/>	New Center
<input checked="" type="checkbox"/>	New Institute
<input type="checkbox"/>	New Bureau
<input type="checkbox"/>	Conditional Three-Year Approval for New Center, Institute, or Bureau

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ "Proposed Effective Date" refers to date after Regent approval when new unit is operational or change to unit is published.

New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish I-System Institute for Transdisciplinary Studies effective 10/01/2018. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Administrative Unit Description/Rationale

Present a brief description of the unit. Describe the institutional procedures used to arrive at the action being proposed. Briefly indicate why a new administrative unit or change to the unit is justified. Are similar units offered elsewhere in the USHE or the State? State how the institution and the USHE benefit from the proposed unit or unit change.

In 2018, Dr. Stan and Carolyn Block provided USU with an expendable gift of \$350,000 to establish the I-System Institute for Transdisciplinary Studies within the Department of Sociology, Social Work, and Anthropology in the College of Humanities and Social Sciences. The Blocks also funded an \$800,000 endowment to sustain the Institute. They also donated certain I-System and Mind-Body Bridging Intellectual Property (IP) to the Institute. The Institute's mission is to provide a public service to USU students and to larger communities and social units through the broadest outreach of education, training, and research using the I-System model and Mind-Body Bridging model IP Assets.

The Blocks developed the I-System Model to optimize health, wellness, and human performance. The I-System Model embraces a holistic approach to healing and wellness. Mind-Body Bridging is an evidence-based therapeutic modality based on the I-System and current neuroscience research. Health and mental health clinicians can through the Institute become certified to use Mind-Body Bridging with individuals and groups in clinical settings. The Blocks together with a group of clinicians and researchers developed the clinical modality of Mind-Body Bridging (MBB) through their work with individuals and groups suffering from addiction, violence, trauma, PTSD, cancer, pain, and other health and mental health disorders. The I-System model can also be used to improve organizational functioning through the Productive Mind program, a version of MBB for businesses and other goal-oriented organizations.

No other similar unit is found within USHE or Utah. Both USU, USHE, and Utah will benefit from the Institute's work to increase well-being, decrease suffering, and increase productivity and creativity.

Consistency with Institutional Mission/Institutional Impact

Explain how the unit is consistent with the institution's Regents-approved mission, roles, and goals. Describe how the existing administrative structures support the proposed unit and identify new organizational structures that may be needed. What changes in faculty and staff will be required?

The Institute's mission is consistent with USU's mission (i.e., education, research, service). No new faculty will be required. The director position will be filled by a current faculty member (Derrick Tollefson) who will dedicate a portion (25%) of his time to the Institute. A full-time staff-level Associate Director will be hired to assist the director. Department and college staff will provide additional administrative support.

Finances

What costs or savings are anticipated with the actions proposed? What new facilities or modifications to existing facilities or equipment are needed? Describe any budgetary impact on other programs or units within the institution. If new funds are required, describe expected sources of funds.

The Institute is funded by a generous gift from Stan and Carolyn Block. These funds will support a full-time Associate Director, a part-time Director and cover operating costs. No other USU funds will be used to support the Institute. It is anticipated that the Institute will generate funds to help support its growth over time.